



**OVERVIEW OF THE
EVERY STUDENT SUCCEEDS ACT
AND
NH'S STATE PLAN DEVELOPMENT**

Overview of the Every Student Succeeds Act

- ❑ Maintains annual assessments (state determined):
 - in grades 3-8 and 11 in math and English language arts;
 - in grades 4, 8 and 11 in science.
- ❑ Authorizes assessment pilots to foster innovation for seven states.
- ❑ Increases state opportunity to design school accountability systems, school interventions and student supports.
- ❑ Gives states and districts more flexibility (than with waivers) to work with local stakeholders to develop educator evaluation and support systems.
- ❑ Offer opportunities for student support and academic enrichment (competitive) grants to school districts.

The Basic Framework: The State Plan

- The required state plan (goes to the US ED) establishes the basic framework for:
 - ▣ state standards;
 - ▣ academic assessments;
 - ▣ the statewide accountability and reporting system;
 - ▣ the approach to school improvement and support; and
 - ▣ how the state will support evidence-based district program strategies and fiscal flexibility and transparency.

Accountability Systems

- ❖ Each state accountability systems must “meaningfully differentiate” schools using the following components:
 - Academic proficiency on state assessments;
 - Graduation rates for high school;
 - Growth or another statewide academic indicator for K-8 schools;
 - English language proficiency;
 - **At least one additional state-determined indicator of school quality or student success; and**
 - 95% assessment participation rate.

Accountability Systems

- ❖ The accountability components in the law are a minimum. States can add additional subgroups or elements as they see fit.
- ❖ The law does not specify how a state must weight these components within its accountability system. States have the flexibility to weight each component, but academic indicators must carry “much greater weight” than nonacademic indicators.
- ❖ **Demonstration Project**

Teacher and Leader Quality

- The Every Student Succeeds Act does not require specific educator evaluation measures or methods.
 - ▣ The law does allow, but does not require, states to use Title II funds to implement teacher evaluations.
- HQT is removed from federal law; effectiveness still must be reported. We must consider the consequences of this action in NH.

School Improvement

- ❖ States must identify and publicly report the following schools based on the state-determined accountability system:
 - Lowest-performing 5% of Title I schools;
 - High schools with less than a 67% graduation rate; and
 - Schools with underperforming subgroups that do not improve after a state-determined number of years.
- ❖ States must use “evidence based” strategies to improve identified schools. School Improvement Grant (SIG) models are no longer required.

21st Century Schools (Title IV)

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- Authorizes Student Support and Academic Enrichment Grants
 - Well-Rounded Educational Opportunities
 - Such as Advanced Placement (AP) and International Baccalaureate (IB) test fee reimbursement, STEM programs, music and arts, computer science, and others;
 - Safe and Healthy Schools; and
 - Effective Use of Technology.

- Reauthorizes grants for 21st Century Community Learning Centers.

Teacher and Leader Quality

- ESSA **authorizes** (as funding allows) new allowable federal funding for states to develop and implement:
 - ▣ Teacher and School Leader Academies;
 - ▣ Activities to support principals (new 3% Title II setaside);
 - ▣ Educator training on the use of technology and data privacy;
 - ▣ Reform of state certification, licensure and tenure systems;
 - ▣ Development and implementation of teacher evaluation and support systems;
 - ▣ And other state educator workforce priorities.

Other Provisions

- **Preschool Development Grants** funded through the Department of Health and Human Services and jointly administered by the Secretary of Education.
- Reauthorizes other federal programs including: Family Engagement Centers, Charter Schools, programs for English Language Learners, Indian Education, and Homeless Education.

Our Big Picture

Our aspiration is to ensure that all students – regardless of background – are prepared for success in college, careers, and life.



Theory of Action



If we believe that all students must be college- and career-ready...

then our system must advance students as they demonstrate mastery of content, skills and work-study practices...

which requires a comprehensive system of educator supports.

Core Values

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New Hampshire's ESSA Implementation Framework

Cross-Cutting Actions (Decision Outline Includes)

- Equity
- Communication
- Data Use and Technology Supports
- Stakeholder Engagement
- Advocacy
- Continuous Improvement
- Content Knowledge and Evidence
 - Anchor documents



Input Structure



Output Structure



Timeline Review

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- ▣ Priority and Focus Schools are frozen for 2016-17
- ▣ DRAFT Regulations publically released on May 31, 2016
- ▣ August 1, 2016 – ESEA Flexibility Waivers end
- ▣ Federal Grant Programs
 - July 2016 effective date for new formula programs.
 - October 2016 effective date for new competitive grants.
 - Recently passed Omnibus funding bill specifies that old law governs formula programs through the 2016-17 school year.
- ▣ 2016-17 SY – pilot of new accountability system
- ▣ Nov-Dec, 2016 timeframe for final Regulations
- ▣ *Jan. 2017 – new administration commences*
- ▣ 2017-18 SY – full implementation of NH's State Plan